

9 Jul 02

DEPARTMENT OF THE AIR FORCE  
Air and Space Basic Course (AETC)  
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

**A2510, PEER FEEDBACK**

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**RECORD OF CHANGES**

<b>CHANGE NUMBER</b>	<b>REMARKS</b>
New Lesson Plan	Replaces lesson dated 27 Aug 01

**SUMMARY OF CHANGES**

- Replaced “ABC” with “ASBC” throughout document

## EDUCATIONAL GOALS

A2000 Area Objective: Apply leadership skills to influence and direct people and resources to accomplish the mission.

### A2510 – PEER FEEDBACK

**Lesson Objective 1:** This period gives the flight commander an opportunity to provide performance feedback to each student.

**Lesson Objective 2:** This period gives the student an opportunity to provide performance feedback to their fellow flight members.

**Lesson Description:** The flight commander will provide performance feedback to each student using inputs from flight members and his/her personal observations. This lesson also gives the students the opportunity to evaluate each other and receive feedback on how their peers perceived them during the course.

**Prerequisites:** Completion of three weeks of Air and Space Basic Course

**Preparation (See Flt/CC for handouts):**

- Review A2510-HO1-1: ASBC Peer Feedback Background Information
- Review A2510-HO2-1: Definition of Terms for the ASBC Peer Feedback
- Complete 12 copies (one on each student in your flight) of A2510-HO3-1, ASBC Peer Evaluation Sheet

**Rationale/Linkage:** This is a two-fold lesson. First, the students evaluate their flight members and provide them feedback based on their perceptions. The A2510-HO3-1 (ASBC Peer Evaluation Sheet) will be given to students during week three. Second, the flight commander will give each student formal feedback on his or her performance at ASBC. During week four of the course, time will be set-aside on the schedule to provide this individual feedback. This feedback is based on valid observed behavior and the concepts taught at ASBC. The flight commander should give the student specific examples to help them improve, and how they can use what they learned at ASBC to help them become better and more productive Air Force officers.

## INSTRUCTIONAL PLAN

**1. TITLE AND LENGTH OF LESSON:** Peer Feedback (3:00)

**2. RELATION TO OTHER INSTRUCTION:** Students will gain a sense of how they are mastering leadership and teamwork concepts based on the feedback provided.

**3. GENERAL METHOD OF INSTRUCTION:**

**a. Presentation Method:** Students will complete forms outside of class and participate in one on one feedback with the flight commander.

**b. Time Outline:**

Segment Time	Total Time	Description
0:18	(0:18)	Handout explanation and distribution (Week 3)
0:14 (x13)	(3:00)	Individual feedback with each student (Day prior to Graduation)

**c. Instructor Preparation:**

- Prepare a copy of A2510-HO4-1, ASBC Flight Commander Student Evaluation Sheet, on each student
- Gather appropriate number of handouts for the students

**d. Instructor Aids/Handouts:**

- A2510-HO1-1, ASBC Peer Feedback Background Information (13 Copies)
- A2510-HO2-1, Definition of Terms for the ASBC Peer Feedback Sheet (13 Copies)
- A2510-HO3-1, ASBC Peer Evaluation Sheet (156 Copies – 12 Per Student)
- A2510-HO4-1, ASBC Performance Feedback Worksheet (13 Copies)

**e. Student Preparation:**

- Review A2510-HO1-1, ASBC Peer Feedback Background Information (See FLT/CC)
- Review A2510-HO2-1, Definition of Terms for the ASBC Peer Feedback Sheet (See FLT/CC)
- Complete 12 copies of A2510-HO3-1, ASBC Peer Evaluation Sheet (See FLT/CC)

**f. Strategy:** This lesson is to be completed in two phases. The first should be during the end of week three. At that time, the flight commander will brief the students on the purpose of the lesson and discuss the information contained on handouts A2510-HO1-1 (Peer Feedback Background Information) and pass out one copy of A2510-HO2-1 (Definition of Terms) to each student. Second, the flight commander will pass out 12 copies of A2510-HO3-1 (Peer Feedback Form) to each student and instruct the students to fill out one form on each of their flight mates before the individual feedback session with their flight commander during week four.

Finally, during the one-on-one feedback session, the flight commander will spend approximately 15 minutes reviewing A2510-HO4-1 (Flight Commander Feedback Form) with each student, and then give the student the forms their peers filled out on them. The individual feedback sessions should be completed at the same time the remaining students are completing their End-of-Course Surveys.

TALKING PAPER  
ON  
PERFORMANCE FEEDBACK

GROUP FEEDBACK

- Group feedback is not a scheduled event; the flight commander should accomplish this throughout the course as needed.
- Flight commanders need to analyze and prioritize feedback priorities according to their flight's needs.
  - During group feedback, you'll present information appropriate for the flight as a whole.
  - Items you may wish to cover include:
    - General strengths and weaknesses.
    - Overall development of the flight as a team.
    - Overall effectiveness in achieving their goals.
    - Reminder of how you will conduct individual feedback, and how you use the ASBC Performance Feedback Worksheet.
  - Keep your talk constructive and reinforce their accomplishments, especially if the flight results do not reflect their level of effort. At the same time, your feedback must be honest and address those areas that need to improve.
  - Tailor your presentation to the needs of the flight.

INDIVIDUAL FEEDBACK

- Time: Approximately (3:00) (Approx. 15 minutes per student)
  - Although individual feedback is only scheduled during the last week of the course, the flight commander should, as needed, provide individual feedback (both positive and negative) throughout the course.
  - During final feedback, it's critical to tie the ASBC experience to the student's Air Force unit. The whole purpose of the program is to improve the students' professional competence and dedication. We want the students to carry the principles and techniques learned at ASBC back to their units. We must help them see how their lessons learned here, transfer to their Air Force jobs.
  - General information for individual sessions.
    - (1) Location: Final feedback should be conducted within Building 1403.
    - (2) Tips for effective feedback:
      - Establish rapport. Reinforce what they are doing well and help guide their future efforts. Encourage them to be open and honest.

- Keep the session positive. Discuss their strengths in terms of how they can benefit others. Discuss their "weak" areas in terms of how they can continue to improve.
- Reinforce accurate self-analysis. Seek out the students' perceptions of their development. For areas where you disagree, ask questions to gather more information, or explain your views.
- Remain flexible. Adjust your delivery style and content to best present the feedback. This includes being sensitive to the student's reaction to the feedback and varying your approach to different situations.
- Keep the discussion on track. By following a logical sequence, you'll help the student comprehend what you are saying. Don't let the conversation stray.
- Keep the "big picture." Keep in mind you can't totally change a person in a few weeks. Work on the important areas and don't try to cover every observation you've made.
- Ask for feedback, if appropriate. Near the end of the session you may wish to seek the students' feedback for you. In these cases, be open to the feedback. You may even thank the student for helping in your efforts at self-improvement.
- If appropriate, let the student know how their poor performance can hinder the mission.
- Encourage the student to use what they've learned to improve their home unit.
- Conclude the session on a positive note. You want the student to walk away with a good/constructive experience of ASBC.

#### - HANDLING DIFFICULT CASES

- Some students will actively resist your observations and become defensive and angry. For these cases it's extremely important you are prepared with specific, documented, detailed observations that reinforce your views.
- Be honest, yet positive. Even if your student protests your views, don't back down. It's your call. The student can ask why, but not bargain for a different assessment.
- If the session becomes hostile or unproductive, end it. Tell the student you will continue the feedback at another time. Tell your operations officer and/or your squadron commander.
- When you continue the feedback session and the student is still hostile, refer the student to your squadron commander.

## **ASBC Peer Feedback Background Information**

The purpose of this lesson is twofold. It gives you an opportunity to provide objective feedback to your peers on their strengths and weaknesses. It also gives you an opportunity to see how your peers perceive you.

A 20-year study of cadet peer ratings at West Point demonstrated that peer ratings accurately predicted performance at Ranger School, early promotion to major, efficiency report performance, and combat performance. Peers were significantly more accurate in predicting the future officer's success than class standing, grades, physical ability, knowledge of tactics, conduct, professor ratings, efficiency reports, or ratings by tactical officers. This means that the higher a student/cadet is rated by his peers, the better his post commissioning performance ("Peer Ratings" *Army Magazine*, Sept 87, 40-44).

What your peers tell you, which is their perception of you, may be very valuable information. You are not seeking the truth as much as you are seeking a gauge of how you are perceived. Remember, you create most of the perceptions other people have about you. Leaders are listeners. Listen to your peers and make no excuses if you don't like what you hear. Use the input to your advantage to evaluate your attitudes and behaviors. If what your peers tell you is good, stand tall.

Any comments you make should be constructive and written to help the recipient. Personal attacks are not constructive, and will not be tolerated. The attached sheets will be turned in to your flight commander. These sheets will be distributed to each respective student.

## Definition of Terms for the ASBC Peer Feedback Sheet

**Loyalty:** Faithfulness to country, unit, supervisors and subordinates.

**Leads by Example:** One who demonstrates positive behaviors for all to emulate; someone who lives by the AF Core Values.

**Followership:** The willingness to follow a leader.

**Listens Well:** One who hears with thoughtful attention and consideration.

**Honesty:** Fairness and straightforwardness of conduct; implies a refusal to lie, steal, or deceive in any way.

**Motivation:** The act or process of motivating; behavior driven by a goal; having initiative or drive.

**Decisiveness:** Willingness to act and accept responsibility for actions.

**Selflessness:** Sacrificing personal desires for the greater cause.

**Confidence:** Faith or belief that one will act in the proper or effective way.

**Initiative:** Energy or aptitude displayed in beginning an action.

**Reliability:** The quality or state of being dependable.

**Inspires Others:** The action or power to exert an animating, enlivening, or exalting influence on another individual.

**Tactfulness:** Dealing with others without creating offense.

**Persistence:** To remain unchanged or fixed in a specified character, condition, or position.

**Can Take Criticism:** The ability to listen to feedback from peers, subordinates and supervisors.

**Oral Communication:** The ability to verbally express ideas.

**Physical Fitness:** The quality or state of being fit; a healthy body capable of aerobic activity.

**Common Sense:** An average degree of reliable ability to judge and decide with soundness, prudence, and intelligence without sophistication or special knowledge.

**Social Skills:** Interacting comfortably within a group and make others comfortable around you.

**Military Bearing:** Creating a favorable impression in carriage, appearance, and personal conduct in accordance with military traditions.

(MOST OF THESE DEFINITIONS WERE ADAPTED FROM THE *WEBSTER'S COLLEGIATE DICTIONARY*, TENTH EDITION.)

# ASBC Peer Evaluation Sheet

Remember, be fair and constructive. This evaluation is designed to help the recipient.

Peer's Name \_\_\_\_\_ Your Name (optional) \_\_\_\_\_

Things to consider: loyalty to team, leads by example, followership, listens well, honesty, motivation, decisiveness, confidence, initiative, reliability, inspires others, tactfulness, persistence, can take criticism, oral communication, physical fitness, common sense, social skills, appearance, and military bearing

STRENGTH(s):

AREA(s) FOR IMPROVEMENT:

GENERAL COMMENTS:

# ASBC Peer Evaluation Sheet

Remember, be fair and constructive. This evaluation is designed to help recipient.

Peer's Name \_\_\_\_\_ Your Name (optional) \_\_\_\_\_

Things to consider: loyalty to team, leads by example, followership, listens well, honesty, motivation, decisiveness, confidence, initiative, reliability, inspires others, tactfulness, persistence, can take criticism, oral communication, physical fitness, common sense, social skills, appearance, and military bearing

STRENGTH(s):

AREA(s) FOR IMPROVEMENT:

GENERAL COMMENTS:

# ASBC PERFORMANCE FEEDBACK WORKSHEET

## I. PERSONAL INFORMATION

NAME

FLIGHT

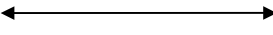
## II. PERFORMANCE FEEDBACK

## IV. COMMENTS

*needs significant  
improvement*

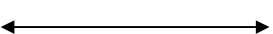
*needs little or no  
improvement*

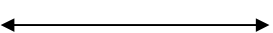
### 1. Academics

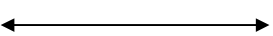
Strives to improve knowledge 

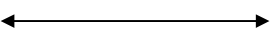
### 2. Leadership Skills

Sets and enforces standards 

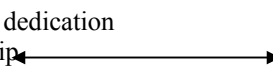
Works well with others 

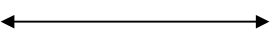
Fosters teamwork 

Displays initiative 

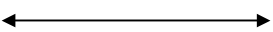
Self- Confident 

### 3. Professional Qualities

Exhibits loyalty, discipline, dedication  
integrity, honesty, officership 

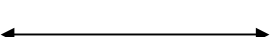
Adheres to Air Force standards 

Accepts personal responsibility 

Is fair and objective 

### 4. Organizational Skills

Demonstrates ability to plan 

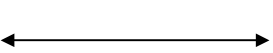
Coordinates actions 

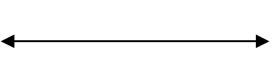
Schedules effectively 

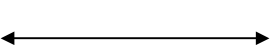
Uses resources effectively and  
efficiently 

Meets suspenses 

### 5. Judgment and Decisions

Makes timely and accurate  
decisions 

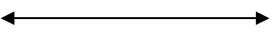
Emphasized logic in decision  
making 

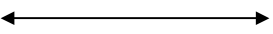
Retains composure in stressful  
situations 

Recognizes opportunity 

Require minimal supervision 

### 6. Communication

Listening 

Speaking 

VI. PROFESSIONAL DEVELOPMENT		
STRENGTHS		
AREAS TO IMPROVE		
FINAL COMMENTS		
RATEE SIGNATURE (Final Feedback)	RATER SIGNATURE (Final Feedback)	DATE